Guidelines for

Implementation of 10 Bagless Days in School

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NCERT

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Guidelines for

Implementation of

10 Bagless Days in School

PSS Central Institute of Vocational Education
(A constituent unit of NCERT under Ministry of Education,
Government of India)
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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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Dharmendra Pradhan

शिक्षा मंत्री
भारत सरकार
Minister of Education
Government of India

सत्यमेव जयते

आज़ादी का अमृत महोत्सव

MESSAGE

I am happy to know that Pandit Sunderlal Sharma Central Institute of Vocational Education, a constituent unit of NCERT, has developed comprehensive guidelines on '10 Bagless Days' in line with the vision of the National Education Policy (NEP) 2020. A 10-day period has been conceived, devoid of traditional school bags and conventional classroom settings. This laudable initiative, I am sure, will make learning joyful, experiential and stress free.

I am happy that guidelines for 'Bagless Days' have been formulated so as to provide students with hands-on experience and practical exposure to the outside world, encouraging them to engage with local skills experts and participate in a variety of enriching activities including visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits to other institutions/educational institutions in their Village/Tehsil/District/State.

The proposed activities seek to help students learn new skills as also understand the cultural and historical significance of their communities by way of interactions with local artists and craftsmen, and educational excursions within their vicinity. The students, I hope, will make the best use of this transformative initiative to gain practical knowledge and experience for their holistic development.

I commend the efforts of NCERT in developing this guideline and call upon all stakeholders to embrace this innovative approach to learning in the interest of providing more enriching educational experience to our young students.

(Dharmendra Pradhan)

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जयन्त चौधरी
Jayant Chaudhary

सत्यमेव जयते

कौशल विकास और उद्यमशीलता
राज्य मंत्री (स्वतंत्र प्रभार) एवं
शिक्षा राज्य मंत्री
भारत सरकार
Minister of State (Independent Charge)
Skill Development and Entrepreneurship;
Minister of State for Education
Government of India

MESSAGE

It gives me great pleasure to know that PSS Central Institute of Vocational Education (a constituent unit of NCERT) has created comprehensive guidelines for Bagless Days, a key component of our National Education Policy (NEP) 2020. This innovative program is especially designed for offering school students a unique 10-day period where traditional school routines are set aside to focus on various activities including skill development.

The hands-on experiences that the students will undergo during Bagless Days will provide them with practical knowledge and skills that will benefit students throughout their lives. By engaging in activities outside the conventional classroom setting, students will develop a deeper understanding and appreciation of their local communities and the skills that sustain them.

Skill development is at the heart of Bagless Days. This focus on skill education is crucial for preparing our students to meet the challenges of the modern world. Bagless Days are not just an educational initiative but a movement towards creating well-rounded, skilled, and culturally aware individuals.

I encourage students of grades 6 to 8 to make to most out of this initiative and actively participate in bagless days. Let us work together to create a skilled, knowledgeable, and capable generation.

(Jayant Chaudhary)

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सचिव

Sanjay Kumar, IAS
Secretary

सत्यमेव जयते

भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
Government of India
Ministry of Education
Department of School Education & Literacy

MESSAGE

In alignment with the National Education Policy (NEP) 2020, I am happy to introduce the innovative concept of "10 Bagless Days" into our education system. This initiative aims to enhance and complement the learning experiences of our students.

The concept of Bagless Days redefines traditional learning by creating opportunities for students to engage in a variety of activities beyond the conventional classroom setting. On these designated days, students will explore practical and hands-on learning, which is essential for the holistic development envisioned by NEP 2020.

Bagless Days will focus on introducing and providing students with exposure to various skills. This approach not only enhances their practical knowledge but also prepares them for future career paths. I believe that such innovative practices will foster a more dynamic and engaging educational environment, helping our students develop critical life skills and discover their true potential.

I appreciate the efforts of the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent unit of the National Council of Educational Research and Training (NCERT), for developing the guidelines for implementing Bagless Days in our schools. These guidelines envisage providing opportunities to our students to work with local professionals and experts and have exposure to activities outside schools, giving students valuable hands-on experience for their overall development. I am confident that all States/UTs will implement these guidelines, by suitably adapting them to their local context, so that we can offer our students a more enriching, joyful and experiential learning experience.

(Sanjay Kumar)

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Foreword

The purpose of this document titled '*Guidelines for Implementation of 10 Bagless Days in School'* is to make learning at school as joyful and stress-free experience for students. The idea of bagless days at school is a landmark step towards easing the burden of the bag for the students, but more importantly to inculcate in them a feeling of love for going to school every day. As a matter of fact, education must be an engaging, fun-filled, and enjoyable activity for all students. The beauty of the bagless days lies in how it exemplifies the light touch of vocationalisation of education in the context of meaningful physical participation of all students through experiential activities using all 3Hs –Head, Hand and Heart. They create a space for channelising the energy of students by providing them adequate opportunity to express themselves fully in an all-inclusive equitable environment.

This guideline covers all the important aspects of the implementation including the suggestive section, which deals with the various dimensions to be considered for bagless days' activities. The suggestive activities have been carefully designed to cover all aspects, like learning outcomes, skills that could develop, methodology, etc. There are specific instructions for teachers as well as students to enable them to understand their roles as they play out the activities. The teachers must appreciate the ingenuity of children and have faith in their creative instincts and capacity to construct knowledge out of their experiences.

For the education ecosystem to realise the intent of NEP 2020, it is important to incorporate local knowledge and traditional skills, when performing the activities. The teachers are invited to freely use the ideas exposited in the guidelines and happily make changes as flexibly as they can. It is suggested that teachers may add their local flavours and take a cue from their respective stimulating school environment that responds to the child's home and community environment to inculcate cultural values.

This guideline will help schools to implement the activities in a systematic way. A variety of creative learning experiences add more colour to students' learning. Children will find their own voices, as teachers will nurture their curiosity and give them opportunities to take initiative. All users of this document and the schools of States/UTs are encouraged to share their feedback and write to us about how the activities played out and also share with us the innovative ways in which the prevalent indigenous Lok Vidya and the local languages are used to create space for students to share their creative work and spread the joy of having a happy school learning environment.

Dinesh Prasad Saklani
Director
National Council of Educational
Research and Training

New Delhi
July 2024

Preface

The National Education Policy 2020 sets a clear vision for the holistic development of students through a multidisciplinary approach. One of the important initiatives under NEP 2020 is the emphasis on vocational education, aiming to bridge the gap between academic learning and practical skill acquisition.

As per the NEP 2020 (para 4.26), every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making etc., as decided by States and local communities and as mapped by local skilling needs.

It further recommends a practice-based curriculum for Grades 6-8, which will be appropriately designed by National Council of Educational Research and Training (NCERT). As a follow-up of this recommendation of the NEP 2020, the NCERT has brought out the National Curriculum Framework for School Education 2023 which is practice based and relatable for the teachers.

An essential component of this initiative is the 10-day bagless period during Grades 6-8, where students will have the opportunity to intern with local vocational experts. This hands-on experience is designed to immerse students in real-world work environments, enabling them to understand the details of various professions. It ensures that students can perform various tasks associated with different jobs, thereby gaining understanding of the vocational skills. The guidelines are intended to assist schools in methodically executing the 10 bagless days activity, ensuring that the program runs smoothly and effectively.

This document "Guidelines for Implementation of 10 Bagless Days in School" has been developed by faculty members of PSS Central Institute of Vocational Education and various other organisations and institutions to facilitate its systematic implementation. The names of the faculty members and resource persons have been duly acknowledged. The utility of this document could be judged by its users only. The feedback given by users will be greatly valued by us and will go a long way in bringing out a revised version at an appropriate time in future.

Deepak Paliwal
Joint Director
PSS Central Institute of
Vocational Education

Bhopal
July 2024

About the Guidelines

The National Education Policy 2020 introduces a transformative approach to vocational education, aiming to expose at least 50 percent of learners to vocational subjects from as early as Grade 6. This initiative reflects the policy's commitment to integrating practical skill development with academic learning. We are taking a significant step towards creating an education system that values practical skills and prepares students for the challenges of the modern world.

As Para 4.26 of NEP 2020 'Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs…'. For Implementing the programme, PSSCIVE has developed 'Guidelines for Implementing the 10 Bagless Days in School', targeting students of Grades 6 to 8 so that that every student has the opportunity to benefit from this innovative approach to education, equipping them with the skills and knowledge necessary for a successful future.

The Institute implemented these guidelines in schools across several states, where we received valuable inputs from teachers, vocational experts and various stakeholders. All of them found the document to be effective in achieving its purpose. The inputs of the stakeholders helped to refine the Guidelines and to make them practical, effective and easy to implement. This pilot project revealed the positive impact of bagless days on students' interest and engagement in learning vocational skills.

As we publish these revised guidelines, we welcome suggestions for improvement from stakeholders. Your feedback will be highly appreciated and will play a crucial role in further enhancing the guidelines.
We look forward to your active participation and support in this transformative journey.

Saurabh Prakash
Professor and
Programme Coordinator
PSS Central Institute of
Vocational Education

Bhopal
July 2024

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The Council thanks Deepak Paliwal, *Joint Director*, PSS Central Institute of Vocational Education (PSSCIVE), Bhopal for providing support and guidance in the development of this Guideline. The Council is grateful to Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies, for her sincere efforts in coordinating the review for the finalisation of this Guideline. The Council extends its gratitude to Saurabh Prakash, *Professor*, Department of Engineering and Technology, PSSCIVE, Bhopal, for his untiring efforts, guidance and assistance in the development and publishing of this Guideline.

The Council also acknowledges the valuable contributions of Pinki Khanna, *Professor*, Department of Home Science and Hospitality Management, Surendra Kumar, *Senior Research Associate*, Department of Engineering and Technology, PSSCIVE, Bhopal. The efforts of Graphic Designers Mohd. Shafeeq for page layout, and Nipun Jain for cover page design are also acknowledged.

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Executive Summary

The *National Education Policy 2020* has recommended that bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places of historical and cultural importance, meeting local artists and craftspersons and visits to higher educational institutions in their Village/Tehsil/District/State (NEP 2020; para 4.26).

All students will participate in a 10-day bagless period, sometime during Grades 6–8 where they intern with local vocational experts such as, carpenters, gardeners, potters, artists, etc. (NEP 2020; para 4.26)

Bagless Days activities are designed to foster hands-on, interactive learning, allowing students to participate in various fun and educational activities. These activities make learning enjoyable while helping students develop practical skills and discover new interests. Aligned with the National Education Policy 2020, this initiative emphasizes holistic and experiential learning over rote memorization. By focusing on critical thinking, creativity, and problem-solving, Bagless Days aim to provide a well-rounded education that equips students for future challenges and their livelihoods.

This document covers the important aspects of implementation of the 10 bagless days. The guideline section deals with the various dimensions to be considered for effective implementation of guidelines for 10 bag less days as well as suggestive activities have also been added to give an exposure to teachers to plan and carry out the activities. This Guideline will help schools to implement the activities in a systematic way.

Abbreviations

GER	Gross Enrolment Ratio
MoE	Ministry of Education
ASER	Annual Survey of Education Report
MSDE	Ministry of Skill Development and Entrepreneurship
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
NSDC	National Skill Development Corporation
NEP 2020	National Education Policy 2020
NCERT	National Council of Educational Research and Training
NCFSE	National Curriculum Framework for School Education
ITI	Industrial Training Institutes
PMKK	Pradhan Mantri Kaushal Kendras
VET	Vocational Education and Training
NSQF	National Skill Qualifications Framework
UT	Union Territories
NGO	Non Government Organisations
MoU	Memorandum of Understanding
HEIs	Higher Education Institutions
CwSN	Children with Special Needs
GoI	Government of India
SCERT	State Council of Educational Research and Training

Terminology

Assessment	Assessment is the systematic basis for making inferences about the learning and development of students during and at the end of the course of study.
Competency	Competency refers to essential blend of knowledge, skills, abilities, and attitudes that educators need to effectively teach, assess, and support diverse learners, ensuring achievement of defined learning outcomes.
Guidelines	Guidelines are instructions in a document that show schools how to carry out activities effectively. They provide clear direction and support to help administrators and teachers to implement activities effectively.
Internship	Internship is a form of apprenticeship training that covers a limited set of skills relevant for an occupation.
Skill	Skill refers to practical abilities, expertise, and proficiency acquired through training and experience, enabling individuals to perform specific tasks effectively within their chosen vocation or profession.
Teacher	Teacher is an individual with pedagogical and professional skills, as well as experience, who teaches students.
Teacher Coordinator	Person responsible for implementing and carrying out the activities related to a task.
Trainer	Trainer is a person with pedagogical and professional skills, as well as experience, who imparts practical and theoretical training in an education and training institution or enterprise.
Vocational Education and Trainer	Vocational Education and Training is the education and training for a specific occupation in a trade, or industry given through a combination of theoretical teaching and practical experience.
Vocational Pedagogy	Vocational pedagogy is the science, art and craft of teaching and learning vocational education.
Work Plan	Work plan is referred to a detailed list that shows what needs to be done, when it should happen, and how to do it. It helps teachers and students to implement activity in systematic way.

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Introduction

The *National Education Policy 2020* aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into mainstream education in all the educational institutions in a phased manner. Beginning with exposure to vocational education at early ages in middle and secondary school, quality vocational education will be integrated smoothly into the higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasising on skill building, dignity of labour and importance of various vocations involving Indian arts and artisanship (Para 16.4, NEP 2020). A practice-based curriculum for Grades 6 to 8 will be appropriately designed by NCERT while framing the National Curriculum Framework – SE (NCFSE).

The *National Education Policy 2020* proposes exposing at least 50 per cent learners to vocational education. The policy says that students would be exposed to vocational subjects as early as Grades 6. Similarly, children of Grades 6 to 8 will be encouraged to acquire knowledge, skills of various vocations through 10 bagless days activities. Through these activities, students will get the exposure for possible careers and higher education avenues.

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Concept of 10 Bagless Days

The underlying idea behind 10 Bagless Days is to make them an integral part of the teaching-learning process rather than as an add-on to the existing scheme of studies of education from Grades 6–8. It will not only reduce the boundaries between the theoretical and practical knowledge but will also expose children to the skills required in the work areas, thus helping them to decide their future career path. These multi-skill activities, *inter alia*, would also foster the development of soft skills, such as, aesthetic values, cooperation, team work, judicious use of raw materials, creativity, quality consciousness, etc.

Every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of sampling of important vocational crafts, such as, carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. All students will participate in a 10-day bagless period sometime during Grades 6–8 where they intern with local vocational experts such as, carpenters, gardeners, potters, etc.

Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits to the higher educational institutions in their village/Tehsil/District/State as decided by States and local communities and as mapped by local skilling needs chalks out the policy.

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Children should be able to integrate work with various academic subjects to learn the various concepts and scientific principles and the basic skills that relate closely to the occupations and career opportunities in the world of work.

The orientation of children, about various tasks involved in the different fields or sectors, would help them in making the right career choices. For those students who would continue beyond Grades VIII, skill-based activities would enable them to visualise the career path that they might like to tread.

Thus, 10-day bagless education programme for Grades 6–8 will be helpful not only in knowledge acquisition but also in developing values and multiple-skill formation. As the child matures, there is a need for the curriculum to recognise the child's need to be prepared for the world of work, and a work-centred pedagogy can be pursued with increasing complexity while always being enriched with the required flexibility and contextuality.

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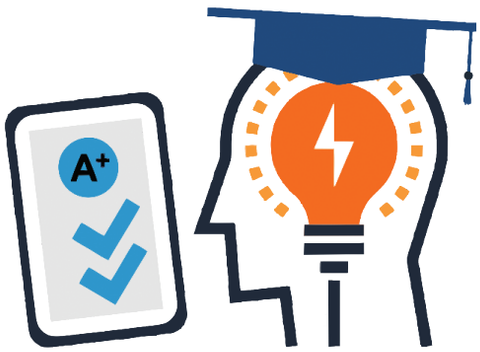
Objectives of 10 Bagless Days



The general objective of 10 bagless days is to help children experience joyful learning with fun. In specific term, the objectives of 10 bagless days are:

- To provide exposure to the world of work outside school classroom.
- To provide exposure of transactions that affect, contribute to day-to-day life.
- To build observation-based learning capacity and scope for practice.
- To develop understanding of connectedness of community and interdependence.
- To develop interdependence of classroom with theoretical as well as practical application.
- To promote dignity of labour through hands on activity and existing local vocations like carpentry, electrical work, gardening, pottery, etc.
- To interact with local artisans and craftsmen to develop and popularise the concept of 'vocal-with-local'.
- To give exposure to possible career choices during the visit of various institutions.

3. Methodology

To meet with the above desired objectives during the 10 Bagless Days programme, the school will conduct outdoor and indoor activities under the guidance of the concerned teachers, collaborating with community members at the same time. Important activities may include:

- Educational Tours or Field Visits
- Experiments
- Natural Explorations
- Surveys and case studies
- Interviews involving community, parents etc.

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Educational Tours and Field Visits

Visits are often seen as fun activities, but they also serve important underlying purposes such as enhancing learning, providing practical experience, and fostering personal growth. Schools need to plan and organise them in a manner that help children learn concepts and be sensitised to social and environmental issues. Schools need to identify some fun activities and integrate them with mathematics, science, etc. For example, while teaching history, we often learn about museums and monuments. Teachers can introduce the idea of travel and tourism as one of the vocational education sectors while teaching this.

Educational tours and visits to agricultural farms, dairy farms, research organizations, specialised institutions, Industrial Training Institutes (ITIs), polytechnic colleges, industries, hospitals, higher education institutions and other places shall be organized by the school to expose students to the different occupations in the world of work and for insight into the knowledge and skills needed by the people engaged in various occupations and potential areas of future employment.

Experiments

Practical orientation and explorations in an experimental or laboratory setting encourage children to investigate, observe, create, discuss, critically think, categorise, analyse, reason out and draw conclusions.

Natural Explorations

Activities can be focused on observing and learning more about the natural world which include visiting National Parks, hiking, sleeping under the stars, trekking, watching wildlife and observing the world around them. By exploring these, students can develop a variety of skills and experience real life situations. Further these activities can help students to know about new vocations.

Surveys and Interviews

Surveys help to involve children to seek, collect and use information to draw meaningful insights. In most of the exploration and survey activities children seek information from people through interviews. Children may be encouraged to talk to people in their surroundings and collect data related to the problem or the task given. This helps them learn about and experience the problems around them.

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Children may be encouraged to frame questions on their own for interviews and use the data gathered to prepare a report. Interacting with people and interviewing them helps in developing communication skills, framing and asking questions, recording the responses and preparing reports, etc.

Developing an Annual Work Plan

Planning is one of the essential parts of the 'Implementation of 10 Bagless Days in School'. Each school is supposed to prepare an annual work plan of indoor and outdoor activities to properly implement those activities in the school. While preparing the annual work plan of the school, following points will serve as guidelines:

i) Activities of 10 Bagless Days can be accommodated in any number of slots in an annual calendar. But it is advisable to keep 2 or 3 slots.

ii) While developing an annual work plan, all the subject teachers may be involved.

iii) If necessary, indoor and outdoor activities may be clubbed in a day.

iv) As different activities are classified for attainment of a specific objective, it is advisable not to organise two activities with the same objective together.

v) While implementing a specific activity, specific subject teacher may be involved. One teacher should not be bounded with all the activities or a few activities. For example, social studies teacher may plan and implement a visit to a museum. Likewise, science teacher may plan and implement experiments and field visits.

vi) The teacher who is implementing the activities will also ensure achievement of learning outcomes through the activities.

vii) While developing an annual work plan, focus should be given to make changes in the activities as par the needs of the children with the disabilities for their active participation in the activities.

Teachers will make an annual plan for outdoor and indoor activities in the schools in their academic calendar. While preparing an annual work plan for the school pre and post activities may be kept in mind for each activity.

Pre-Activity Planning: Teacher will plan pre-activities to be carried out prior to the activities. This will help the teacher and students to prepare themselves for carrying out the activities.

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Post-Activity Report: After the activities, teacher may prepare an overall report of the activities with the students.

Modifications to annual work plan may be made as desired. Suggestive format for developing an annual work plan is given below in the table.

Grade–6/7/8

Month/ week	Name of Activity	Learning Objec-tives	No. of Days	Re-sources required	Planning (Pre-Activity)	Execution (During activity)	Outcome (Post-Activity)	Remark (*)

* Specific requirements of Children with Special Needs for active participation may be mentioned.

Implementation of Annual Work Plan

To properly implement and to get the desired outcomes, different functionaries need to be involved with their appropriate roles. The main functionaries that may be included are:

1. Principal / Headmaster of the school
2. Teachers of different subjects
3. Students from Grades 6–8
4. Parents / guardians of the students studying in the school
5. Community at large

1. Roles and Responsibilities of Principal / Headmaster of the School

The Principal / Headmaster being the head and leader of the school is responsible for providing physical facilities/resources for implementation of activities envisaged under the annual work plan of the 10 bagless days. While implementing the plan, the principal/headmaster is supposed to:

1. Guide, motivate and monitor implementation of annual work plan in the school.

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2. Make provisions to provide physical as well as financial resources appropriately needed for implementing the desired activities under the plan.
3. Take appropriate feedback from different stakeholders of the plan and implement corrective measures if required from time to time.
4. Guide and support teachers of different subjects to properly implement the desired objectives as envisaged in the guideline document of 10 bagless days.
5. Provide supportive and conducive learning environment.

2. Roles and Responsibilities of Different Subject Teachers

All the teachers of the school should participate in this programme. Teachers may identify the activities related to their subject on the objectives suggested above. The teachers who are teaching subjects like Languages, Mathematics, Science, Social Science, Physical Education, Art, Music, and Vocational - work experience, shall be involved in the process of organising these visits and skill-based activities. They would provide student support services, which include guidance to students, arrangement of learning materials, conducting regular guidance and counselling sessions, transparent evaluation, provision of continuous feedback on the performance. The teacher will plan the schedule of activity so that learning outcomes are achieved during this programme.

In specific terms, teachers are expected to perform the following functions:

- Educate parents regarding the importance of 10 bagless day activities.
- Orient students about the importance of this programme.
- Select or additionally design activities based on the given activities in the guidelines or prepare lesson plans for conducting the activities.
- Arrange materials and resources.
- Develop linkages with expert institutions and community.
- Organise activities and relate them with real-life situations.
- Explain the underlying concept, importance, relevance with related subject areas.
- Guide, mentor, motivate and advice students during implementation of activities.
- Involve, observe and evaluate students in each activity.
- Provide time to time feedback to students and administration.
- Arrange for necessary resources including finance, transport and other formalities.
- Assess the attainment of objectives.

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3. Roles and Responsibilities of Students from Grades 6–8

Students are the backbone of any teaching learning process. Their actual involvement in different activities is a must. *National Education Policy 2020* also stresses upon experiential learning by creating inside and outside class room experiences with learning environment full of fun and through involving students in their own learning process.

This will not only develop various skills but also deep understanding of the subject. Students should-

- Undertake activities involving themselves.
- Interact with local artisans, craftsmen etc.
- Handle modern tools like work table, hammer, wire cutter, pliers etc.
- Explore natural phenomena.
- Visualise different avenues of vocational skills with focus on specific vocation.
- Use material and equipment in the ways that best suit their personal curiosity and creativity.

4. Roles and Responsibilities of Parents and Guardians

Parents are important stakeholders for the success of the scheme of 10 Bagless Days. Their continuous support and involvement are solicited through:

- Encouraging and supporting their wards for undertaking different activities under 10 bagless days.
- Developing appropriate attitude towards dignity of labour in their wards.
- Supporting the school administration and management through Parent Teacher Association (PTA).
- Involving themselves by providing appropriate and timely support whenever required.
- Parents of Children with Special Needs (CwSN) / Divyang are supposed to prepare and motivate their wards to involve themselves in such activities.

5. Roles and Responsibilities of Community at Large

Community participation is a must for creating holistic ethos. Support and involvement of the community in the implementation of the activity is one of the prime requirements for the success of the 10 Bagless Days.

- Provide activity-based presentations and demonstrations in their specific areas of work.

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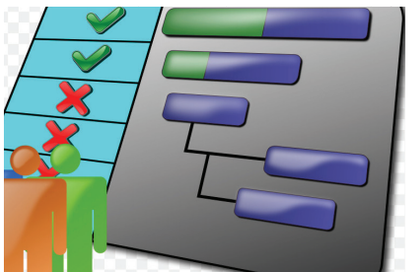
- Allow students of the school to provide persons during village fair, mela, haats etc.
- Provide support in the form of material and manpower resources in case of need.
- Provide logistic support to organise activities under 10 Bagless Days.



Resources

Implementation of indoor and outdoor activities planned under 10 Bagless Days requires generic as well as activity specific resources. For example, vocational/ skill labs developed within the campus may be used for implementing indoor activities under 10 Bagless Days for the development of vocational education components at Grades 6–8.

Generic Resources

These resources may include:

- Physical /material resources – required space, subject labs, vocational/ skill labs, park, gardens; computers/laptops, speakers, portable mics, projectors, video resources, banners, posters, models, charts; first aid box, consumable and non-consumable equipment and gadgets
- Financial resources- allocation of funds for activities, transportation, petty arrangements etc.
- Manpower resources – locally available craft persons and skilled resource persons

Activity-based Resources

These resources may include specific requirement of the activity under implementation. Details of each of these resources required is given along with the activity under example.

Time Allocation

On an average, teachers and children spend around 6 over 1,000 hours a year, in school. Minimum 10 days or 60 hours of the school time should be allocated to the activities for this programme. It is suggestive that school can plan activities in two parts of five days each.

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Assessment and Evaluation

Aim of the programme is to provide exposure to the students about various activities in fun mode. Teachers may observe the interest and attitude of the students in learning during the programme. Although, no marks or grades will be awarded to the student, teachers may undertake internal and informal assessment to help them to achieve desired objectives by providing time to time feedback for improvement in learning. Self-assessment and appraisal will also be encouraged for the learner to promote self-learning.

Care for Children with Special Needs (CwSN) or *Divyang*

In our school system, Children with Special Needs (CwSN) or Divyang are also enrolled. Generally, a special education teacher is appointed to take care of these children.

During the Bagless Days activities, special education teacher will accompany these children and guide and explain all the concepts related to the activities. This will help students to understand all the relevant activities.

In case special education teacher(s) are not available in the school, then parents of these children may be asked to accompany their child. Trained teachers for Children with Disabilities may also be involved in these activities. These teachers, with the help of teacher coordinator, should plan well in advance and prepare children mentally for each activity.

National Career Service

Ministry of Labour & Employment

National Career Service (NCS) is a one-stop solution that provides a wide array of employment and career related services to the citizens of India. It works towards bridging the gap between jobseekers and employers, candidates seeking training and career guidance, agencies providing training and career counselling.

https://www.ncs.gov.in/

This portal facilitates registration of Job Seekers, Employers, Skill Providers, Career Counsellors, Local Service Providers (LSP's), Career Centers, Placement Organisations, Households (for availing the services of the LSP's) and Government Departments.

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Suggestive List of the Activities with Examples

Directorate of school education/ teacher may identify various bagless days activities as per local situations after understanding the objectives of the programme. Looking at the need of the children with Disabilities of various categories, different activities, their duration, order of activities, etc. may be scheduled. Many exemplar activities are given below, from which activities as per the needs and contexts of the children may be selected. Teachers may design their own activities taking care of local requirements.

Important activities related to 10 bagless days have been prepared by the teachers. For practical exposure, details of the activities are also explained here with examples. For better understanding the exemplar activities are divided into three parts; Part A- Science, Environment and Technology, Part B- Public Offices, Local Industries and Business, and Part C- Art, Culture and History.

- Visit to national monuments, museums
- Handicrafts: jute making, bamboo work, craft
- "Best out of waste"
- Educational Games/Sports
- Hygiene and Cleanliness
- Environment & Greening Activities
- Music and Cultural activities
- Activities related to Information and Communications Technology (ICT)
- Value and peace education
- Celebration of national festivals
- Interaction with local craftsman/ artisan
- Project based activities
- Animation, graphic, fashion designing
- Kite making, Dramatics, Scrapbook creation, etc.
- Visit to places like Mahila Police Thana, Bank, Govt. offices like Post Office, Railways stations, Hospitals, Polytechnic colleges as well as Training centres, Museums, Heritages sites, Retail store etc.
- Sector wise activities Information technology Enabled services (ITeS), Internet of Things (IoT), Networking, Artificial Intelligence (AI), Robotics and Doodling etc.

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Part A

Science, Environment and Technology

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Activity 1

Visit to a Bird Sanctuary	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Observational skills, Reasoning and Thinking skills, Developing self in harmony with nature, Communication skills, Interpersonal skills.

Learning Outcomes

- Gain knowledge about birds.
- Gain knowledge about the movements of birds from place to place.
- Describe the connection between people and their natural environment.
- Know about protection and preservation of bird sanctuaries.

Material Required

- Comfortable footwear
- Brimmed Hat/ Cap
- Bird Song – CDs
- Notebook and Pen
- Binoculars (If available)

Instruction for the Teachers

- Select the place to be visited.
- Develop plan for the activity.
- Brief the student about the purpose and method of preparation for the activity.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents about the purpose and method of preparation for the activity.
- Create interest among the children for observation.
- Encourage the students to interact and ask queries.
- Encourage the children to write small memorable note on the Bird watching.
- Submit the report of the activity to the Principal/Headmaster.

Instruction for the Students

- Make the preparations as per the briefing given by the teachers.
- Study the history of the place.

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- Maintain discipline.
- Follow the instructions of teacher, guide or instructor.
- Collect the information for the report.

Methodology

- Inform students about their visit in advance.
- Explain the students about the importance of bird sanctuary.
- Visit the scheduled place.
- Motivate the students to interact with the workers and know about the various raw Material used for development of bird sanctuary.
- Discuss about the birds and their behaviour.
- Discuss their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters

- Time management
- Creativity
- Imagination
- Team work
- Language competency
- Questioning skills
- Discipline

Exposure to Vocational Opportunities

Children may be explained that by developing skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Wildlife photographer
- Naturalist
- Reporter
- Scientist
- Journalist

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Activity 2

Soil Testing	
Activity Type	Indoors
Time Duration	2 Hours
Skills to be developed	Observational skills,
	Reasoning and Thinking skills, Scientific inquiry skills, Measurement and data collection, Communication skills, etc.

Learning Outcomes

- Understand the importance of soil and its properties.
- Able to perform soil testing practices like pH measurement, Nitrogen-Phosphorus-Potassium (NPK) measurement and Soil moisture measurement.
- Discuss the importance of interconnection between soil, plants, animals, and humans.

Material Required

- Soil testing kit
- NPK and Soil moisture measurement kit
- Soil sample
- Khurpi
- Container or Vessel
- Water
- Safety Glasses and Gloves
- Notebook & Pen

Instruction for the Teachers

- Develop a plan for the activity.
- Arrange all the required material in the school.
- Invite subject teacher/local experts for the activity.
- Select a suitable place (lab or classroom) for the activity.
- Discuss the purpose of the soil testing and its parameters.
- Submit the report of the activity to the Principal/Headmaster.

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Instruction for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Understand the safety precautions that need to be followed during testing.
- Always use instruments with safety.
- Students should discuss among themselves the queries related to soil testing.

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Execute the activity as planned.
- Motivate the students to ask questions.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Soil pH testing

- All students will assemble at the suitable lab/place.
- Teacher/Expert will demonstrate the procedure for finding the pH of the soil.
- Collect soil samples.
- Prepare red and blue litmus paper strips available in soil testing kit.
- Mix soil with water to form a paste.
- Dip red litmus paper turns blue for alkaline soil.
- Dip blue litmus paper turns red for acidic soil.
- Compare colours to determine soil pH (acidic, neutral, alkaline). Students will observe and discuss about the results with the expert/ teacher.
- Now, students will also test the pH of the soil as mentioned above.

NPK Testing

- Gather soil from different spots. Remove rocks and debris. Put soil in containers and label them.
- Follow the instructions on the NPK test kit. Mix soil with water, add the test solutions, and observe colour changes.
- Compare the color changes to the chart available in the kit and write down the levels of nitrogen (N), phosphorus (P), and potassium (K).

Moisture Testing

- Gather soil from different spots. Put soil in containers and label them with their locations.

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- Follow the instructions in the kit to set up the moisture probe or sensor.
- Insert the moisture probe into each soil sample. Wait for the reading, which will indicate how much moisture is in the soil. Record the reading in your notebook.
- Compare the readings with the chart available in the kit.

Assessment

Every activity needs to be assessed on the following parameters

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation
- Scientific skills

Exposure to Vocational Opportunities

Children may be explained that by developing skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Soil Testing Technician
- Salesman
- Agriculture Technician
- Researcher

Activity 3

Water Testing	
Activity Type	Indoors
Time Duration	3 Hours
Skills to be developed	Scientific inquiry skills, Observational skills, Measurement and data collection, Communication skills, etc.

Learning Outcomes

- Understand water quality parameters and their significance.
- Be able to understand and measure physical water quality parameters such as temperature, colour, turbidity and odour.
- Be able to understand and measure chemical water quality parameters such as Total Dissolved Solids (TDS) and pH content in the water.

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- Understand the impact of human activities on water resources and environment in day to day life.

Material Required

- Water testing kit
- Transparent glass for water
- Test tubes
- Safety glasses and gloves
- Notebook and Pen

Instruction for the Teachers

- Develop plan for the activity.
- Arrange all the required Material in the school.
- Invite local experts for the demonstration.
- Select a suitable place for the water testing.
- Follow the instructions as given in the methodology.
- Discuss the purpose and importance of testing the water quality parameters.
- Submit the report of the activity to the Principal/Headmaster.

Instruction for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Understand the safety precautions that need to be followed during testing.
- Students should discuss among themselves the queries related to water testing.

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Execute the activity as planned.
- All students will assemble at the lab or at a suitable place.
- Teacher/Expert will demonstrate the testing procedure of different water quality parameters.
- Following are the steps for testing the physical water quality parameters
  1. Collect samples of water in transparent glasses.
  2. Use thermometer to measure temperature of water.
  3. Check the colour of the water by simply looking at it without any aids.
  4. Use water testing kit for measuring other parameters such as turbidity, TDS, pH etc.
- Motivate the students to ask questions.

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- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters

- Interest
- Participation
- Team work
- Interpersonal skill
- Report preparation

Exposure to Vocational Opportunities

Children may be explained that by developing skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Water Analyst
- Lab Technician
- Scientist
- Environmentalist

Activity 4

Cycle Rally on 'Go Green'	
Activity Type	Outdoors
Time Duration	1 Hour
Skills to be developed	Observational skills, Hard work, Responsibility towards community, Environment awareness, Communication skill and Leadership skills

Learning Outcomes

- Students know their responsibility towards community.
- They know the importance of environmental awareness.

Material Required

- Placards with slogans
- Cycles
- Cap and water bottle
- Comfortable footwear

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Instruction for the Teachers

- Develop plan for the activity.
- Brief the student for the purpose and the method of preparation for the activity.
- Brief the students about the Road Safety Rules.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Appoint student leaders for the rally to monitor the discipline of students.
- Get placards done.
- Get feedback from the public.
- Submit the report of the activity to the Principal/Headmaster.

Instruction for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Make the preparations as per the briefing given by the teachers.
- Understand the Road and Safety Rules while going on bicycling.
- Discuss the path for cycle tour.

Methodology

- Inform students about the activity in advance.
- Explain about the importance of the activity.
- Prepare placards with slogans for 'GO GREEN'.
- Execute the activity as planned.
- Go on a cycle rally.
- Create an awareness on 'GO GREEN' while going on a cycle rally.
- Explain the importance of growing trees to the public at common places.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters

- Participation
- Confidence
- Discipline
- Usage of words
- Team work

Exposure to Vocational Opportunities

Children may be explained that by developing the skills of observation, analysis, interpretation, writing of reports, they may pursue the following

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vocations in future as per their interest

- Environmentalist
- Conservator NGO's
- Manure supplier
- Poster designer
- Nursery owner
- Cyclist

Activity 5

Identification of Plants, Trees and Birds Around Your School	
Activity Type	Outdoors
Time Duration	3 Hours
Skills to be developed	Observational skills, Scientific inquiry, Critical thinking, Environmental awareness, Communication skills etc.

Learning Outcomes

- Identify common plants, trees, and birds around your school.
- Prepare and place name plates for the identified plants and trees.
- Draw and display the drawings of identified birds in your school.

Material Required

- Notebook and Pen
- Pencil and Rubber
- Drawing book
- Water colours
- Binoculars(optional)
- Comfortable footwear

Instruction for the Teachers

- Develop plan for the activity.
- Brief the students for the purpose and the method of preparation for the activity.
- Choose a safe area around the school for the activity.
- Brief the parents about the purpose of the activity.
- Take the help of a gardener or resource person in identifying plants, trees, and birds.

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- Encourage students to take notes and draw what they view and observe.
- Submit the report of the activity to the Principal/Headmaster.

Instruction for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions to the gardener or resource person and gather information during the activity.

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the designated area around your school for the activity.
- Identify all the plants and trees in the specified area.
- Write down the names of the trees along with their features and uses in your notebook.
- Create name boards or name plates for plants and trees with its name and place them nearby for future identification.
- Observe and identify the various birds in the area using binoculars, if necessary.
- Note down the birds' name along with their features and sketch the bird in your drawing book.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report mentioning the names and features of the plants, trees, and birds identified.

Assessment

Every activity needs to be assessed on the following parameters

- Participation
- Team work
- Interpersonal skills
- Report writing

Exposure to Vocational Opportunities

Children may be explained that by developing skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Botanist
- Ornithologist
- Environmental Scientist
- Gardner
- Wildlife Photographer

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Activity 6

Sitting Under the Tree	
Activity Type	Outdoors
Time Duration	2 Hours
Skills to be developed	Empathy towards nature, Environment consciousness, Observational skills.

Learning Outcomes

- Learn about the importance of trees in fostering emotional attachment with nature.
- Know about the impact of trees on human life.
- Learn about the practical and mental benefits of sitting under a tree.
- Understand the benefits of trees and their practical uses.

Material Required

- Mats/ Bedsheets to sit under the tree
- Notebook and pen

Instruction for the Teachers

- Develop plan for the activity.
- Brief the student for the purpose and the method of preparation for the activity.
- Discuss with students about trees and their importance.
- Identify the tree where the students can be taken.
- Discussion with students about the activity.
- Submit the report of the activity to the Principal/Headmaster.

Instruction for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Make the list of trees available near your school or home.

Methodology

- Inform students about the activity in advance.
- Explain the importance of the activity.
- Execute the activity as planned.
- Motivate the students to ask questions.
- Ask students to identify the tree under which they are gathered for the activity.

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- Conduct a brief discussion about the identified tree and its usage in our life.
- Ask students to narrate stories they remember that are related to a tree.
- Ask students to hug the tree in group and feel the emotion of oneness with the tree.
- Talk about the significance of the different trees like Banyan (Bargad), Peepal, Neem, Mango, etc.
- Discuss the ideas to preserve and plant more trees.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters

- Creativity
- Presentation
- Involvement
- Writing skills

Exposure to Vocational Opportunities

Children may be explained that by developing skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Environmentalist
- Story writer
- Forester
- Horticulturist
- NGO Worker
- Forest Ranger

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Activity 7

Visit to a Solar Energy Park	
Activity Type	Outdoors
Time Duration	3 Hours
Skills to be developed	Observational skills, Thinking skills, Cognitive skills, Application of science in daily life, Awareness of renewable energy resources, Communication skills, etc.

Learning Outcomes

- Identify the different equipment of solar energy.
- Discuss about the working of solar equipment.
- Know more about New and Renewable Green energy sources.

Material Required

- Notebook and Pen
- Safety cap
- Comfortable footwear

Instruction for the Teachers

- Develop plan for the activity.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents of the purpose and the method of preparation for the activity.
- Brief the student of the purpose and the method of preparation for the activity.
- Guide them to take notes while they interact and write a report.
- Submit the report of the activity to the Principal/Headmaster.

Instruction for the Students

- Make the preparations as per the briefing given by the teachers.
- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions to the instructor about the working of Solar Park and note the information gathered during the visit.

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- Note down the various types of solar energy equipment used in solar park.

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled place.
- Motivate the students to ask questions.
- Discuss with student about the various raw material being used for making of solar equipment.
- Discuss about the working process of Solar Park and various solar equipment.
- Explain the students about the solar power generation process.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

- Every activity needs to be assessed on the following parameters
- Observational skills
- Questioning skills
- Punctuality
- Team work

Exposure to Vocational Opportunities

- Children may be explained that by developing skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest
- Solar gadget manufacturer
- Solar sales and service
- Solar equipment service provider
- Electrician

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Activity 8

Visit to a Biogas Plant	
Activity Type	Outdoors
Time Duration	3 Hours
Skills to be developed	Observational skills, Thinking skills, Cognitive skills, Application of science in daily life, Awareness of renewable energy resources and Communication skills etc.

Learning Outcomes

- Identify different equipment and components of a biogas plant.
- Describe the working of a biogas plant.
- Explain about the uses of biogas.

Material Required

- Notebook and Pen
- Hand gloves
- Safety glasses
- Comfortable footwear

Instruction for the Teachers

- Select the place to be visited.
- Develop plan for the activity.
- Get the permission from the officials and fix the date of the visit.
- Brief the student of the purpose and the method of preparation for the activity.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents of the purpose and the method of preparation for the activity.
- Submit the report of the activity to the Principal/Headmaster.

Instruction for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.

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- Ask questions from officials/guide/instructor and note the information gathered during the visit.
- Note down the various components used in biogas plant.
- Interact with the worker about the use and the process of working of biogas plant.
- Discuss about various uses of biogas.
- Discuss about the importance and use of biogas plant.

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled place.
- Interact with the technician and know about the various components and its working.
- Discuss with student about the various raw Material being used for making of biogas.
- Discuss about the working process of biogas plant.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters

- Creativity
- Team work
- Observational skills
- Organizational skills
- Communication skills

Exposure to Vocational Opportunities

Children may be explained that by developing skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Biogas technician
- Biogas entrepreneur

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Activity 9

Survey and Report Writing on Pet Care	
Activity Type	Outdoors / Indoors
Time Duration	1 Hours
Skills to be developed	Observational skill, Communication skills, Feeling of responsibility towards animals.

Learning Outcomes

- Identify and discuss the terms related to survey and polls.
- Become sceptical during interaction with community.
- Detail out the survey report.
- Discuss about various types of pets adopted in the society.

Material Required

- Survey forms or Questionnaire
- Notebook and Pen
- Comfortable footwear

Instructions for the teacher

- Develop plan for the activity.
- Brief the student of the purpose and the method of preparation for the activity.
- Discuss with students about the role of pets adopted in the society.
- Discuss with students how survey help in collection of data for any study.
- Discuss with students about procedure of survey to be conducted.
- Give each student a copy of a brief survey details to complete.
- Put the students in group to discuss their response and review the proper formatting of a question.
- Encourage them to write a final report on the same.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Make the preparations as per the briefing given by the teachers.
- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Discuss the survey form and all the points with teacher and friends.
- Interact with community on pets adopted by the society.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Execute the activity as planned.
- Motivate the students to ask questions.
- Prepare a survey questionnaire using all the available information,
- Do a survey to your classmates/ neighbours using the questionnaire.
- Discuss with students about their observations and learnings during the activity.
- After completing the survey, encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters

- Planning
- Organizational skills
- Participation
- Analysing skills
- Reporting
- Surveying skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Pet Groomer
- Wildlife Photographer
- Veterinary Doctor
- Oceanographer
- Aquarists
- Animal Scientist
- Animal Trainer
- Zoo Manager

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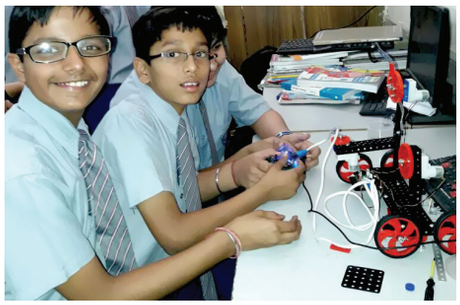
Activity 10

Expert Lecture on Artificial Intelligence/ Data Science/ Robotics	
Activity Type	Indoors
Time Duration	3 Hours
Skills to be developed	Observational skills, Analytical (critical) thinking skills, Cognitive skills, Interpersonal skills, Communication skills, Problem solving and Decision-making skills.



Learning Outcomes

- Become aware about Artificial Intelligence / Data Science/ Robotics.
- Learn the various application of Artificial Intelligence / Data Science/ Robotics.
- Know about different opportunities involved in this field.
- Learn to identify different types of robots and its working.

Material Required

- Notebook and Pen
- Presentation on Artificial Intelligence / Data Science/ Robotics.
- Computers with internet connection.

Instruction for the Teachers

- Develop plan for the activity.
- Brief the student of the purpose and the method of preparation for the activity.
- Create interest in students to know more about Artificial Intelligence / Data Science/ Robotics.
- Discuss about the evolution of Artificial Intelligence.
- Show/discuss about different applications of AI in daily life.
- Guide the children to involve themselves freely.
- Insist the children to create small presentation on humanoids like Ocean One, ATLAS, Robear, Sophia etc.
- Submit the report of the activity to the Principal/Headmaster.

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Instruction for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions from officials/guide/instructor and note the information gathered during the activity.
- Navigate different websites and know more about humanoids, different AI games.

Methodology

- Inform the students about this activity in advance.
- Explain the students about Artificial Intelligence.
- Make the students understand and learn various terms like AI, Machine learning, Deep learning, Augmented reality (AR), Virtual Reality (VR) and Mixed Reality (MR) etc.
- Make the students understand how AI is induced in machines (Explain the difference or similarities in Natural Neurons and Artificial Neurons).
- Guide them to take notes and write a report.
- Motivate the students to ask questions.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters

- Observational skills
- Critical thinking
- Questioning skills
- Discipline

Exposure to Vocational Opportunities

Children may be explained that these developing skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Computer Engineer
- Machine Learning Engineer
- Robotic Scientist
- Data Scientist/ Researcher

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Activity 11

Expert Talk on Cyber Security	
Activity Type	Indoors
Time Duration	4 Hours
Skills to be developed	Analysis, Sensitisation towards community safety and interests, Cognitive skill, Communication skills, Interpersonal skill, Observational skills, Digital awareness, Techno-savvy skills and Thinking skills.

Learning Outcomes

- Describe about the process of registering First Information Report (FIR) on cybercrime.
- Explore about the various opportunities in this field.
- Discuss about cybercrime.
- Build the connection between people living in real world and digital world.

Material Required

- Notebook and pen

Instruction for the Teachers

- Develop a plan for the activity.
- Brief the student of the purpose and the method of preparation for the activity.
- Motivate students to know more about cyber world.
- Inform the students about different types of cybercrimes/frauds.
- Discuss the importance of reporting it through different modes.
- Make the students to interact and ask questions.
- Submit the report of the activity to the Principal/Headmaster.

Instruction for the Students

- Take interest in the expert lecture.
- Ask questions from experts and note all the necessary information during the talk.
- Maintain discipline.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Explain the students about all the process involved in cyber activities.
- Motivate the students to ask questions.
- Make the students to interact with the professionals/workers and know about the various steps/ modes involved.
- Make the students understand about cybercriminals/hackers and their behaviour in cyber world.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters

- Observational skills
- Questioning skills
- Team work
- Discipline

Exposure to Vocational Opportunities

Children may be explained that these developing skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Cyber Threat Intelligence Analyst
- Cyber Crime Analyst
- Technical Assistant
- Fraud Operations Analyst

Activity 12

Visit to Nearby Drone Training Centre	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Technical skills, Observational skills, Communication skills, etc.

Learning Outcomes

- Describe the uses of drones in various areas.
- Have a hands on experience in simulating a drone.

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Material Required

- Notebook & Pen,
- Comfortable footwear

Instruction for the Teachers

- Select the centre or Atal Tinkering Lab to be visited.
- Develop plan for the activity.
- Contact the centre or lab for the activity.
- Brief the student of the purpose and the method of preparation for the activity.
- Inform parents of the purpose and the method of preparation for the activity.
- Submit the report of the activity to the Principal/Headmaster.

Instruction for the Students

- Make preparation as per the brief given by the teacher.
- Follow the instructions of teacher and guide.
- Maintain discipline.
- Study about the drones and related technology.
- Ask questions from officials and note down the information during the visit.

Methodology

- Inform students about the activity in advance.
- Meet with the drone centre officials and discuss about the visit.
- Explain the students the importance of the activity.
- Visit the identified drone centre/lab.
- Encourage the students to ask questions.
- Discuss with students about the drones and related technology.
- Encourage students to have hands on experience in simulation practice of drones.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters

- Interest
- Questioning skills
- Participation
- Team work
- Interpersonal skills
- Report preparation

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Exposure to Vocational Opportunities

Children may be explained that these developing skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Drone operator
- Drone Technician
- Kisan Drone Operator
- Drone Photographer

Activity 13

Visit to a Local Garbage Collection Site	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Observational skills, Environmental Awareness, Hands-On Learning skills, Communication skills, etc.

Learning Outcomes

- Identify different types of waste Material.
- Discuss the advantages of waste segregation for recycling.
- Learn about the process of segregation, recycling and repurposing of waste.
- Experience hands-on application of 3 Rs- Reduce, Reuse and Recycle.
- Understand the contribution of waste management to environmental sustainability.

Material Required

- Notebook & Pen
- Comfortable footwear
- Safety mask and gloves
- Material for hands-on activity (if required)

Instruction for the Teachers

- Select the centre to be visited.
- Contact the centre and develop plan for the activity.
- Inform parents and guardian of the purpose and the method of preparation for the activity.
- Brief the student of the purpose and the method of preparation for the activity.

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- Submit the report of the activity to the Principal/Headmaster.

Instruction for the Students

- Make preparation as per the brief given by the teacher.
- Follow the instructions of teacher and guide.
- Maintain discipline.
- Familiarise with the concept of waste segregation and its benefits.
- Ask questions from officials, works and note down the information during the visit.

Methodology

- Inform students about the activity in advance.
- Contact with the centre and discuss about the visit.
- Explain about the basics of waste management, types of waste, and the significance of proper waste disposal.
- Explain importance of waste segregation to students.
- Visit the selected waste collection and processing centre.
- Encourage the students to ask questions.

- Discuss the working system of center with students about the procedure of sorting the waste into categories by visiting the sorting area in the segregation centre.
- Encourage a hands-on activity where students participate in segregating waste into categories such as recyclables, compostable, and non-recyclables.
- Assign a project where students create posters or presentations on the importance of waste management and their role in promoting sustainable practices within their community.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters

- Curiosity
- Questioning skills
- Participation

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- Team work
- Interpersonal skills
- Report preparation

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest

- Waste Management Specialist
- Environmental Engineer
- Recycling Coordinator

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Part B

Public Offices, Local Industries and Businesses

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Activity 14

Visit to a village	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Community awareness, Social skills, Observational skills, Communication skills, Cross-cultural skills, etc.

Learning Outcomes

- Create the awareness about the village life scenario.
- Identify and discuss different types of houses, roads, agricultural farms, etc. in villages.
- Describe various vegetable, crops and fruits grown in the farms.
- Identify different types of dress styles in villages.

Material Required

- Notebook and Pen
- Cap
- Comfortable footwear

Instructions for the Teachers

- Select the village to be visited.
- Develop plan for the activity.
- Contact the panchayat office/school teacher of the village and schedule a visit.
- Brief the students about the purpose of the visit.
- Inform parents of the purpose and the method of preparation for the activity.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Greet the village people with smiling faces.
- Ask questions from the local teacher and village people and gather information during the visit.
- Note the observations and information gathered throughout the visit.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled village.
- Observe the types of houses built in the village. Also notice the type of materials used for construction of such houses.
- Visit any agricultural farm in the village and meet the farmers.
- Interact with the farmers and enquire them about the following:
  1. What crops do you grow on your farm?
  2. How do you decide which crops to be plant?
  3. What tools and machines do you use for farming?
  4. What is the most challenging part of farming?
  5. How do you protect your crops from pests and diseases?
  6. Where do you sell your crops?
  7. How do you get water for your farm?
  8. What do you do during the different seasons?
  9. How does the Panchayat support you as a farmer?
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation
- Questioning skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Progressive Farmer
- Agricultural Consultant
- Agricultural Scientist
- Agricultural Sales Representative
- Trader
- Researcher

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Activity 15

Visit to a Panchayat Office	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Community Awareness, Social skills, Observational skills, Communication skills, etc.

Learning Outcomes

- Understand and describe the role of Panchayat in villages.
- Identify and understand various officials and their responsibilities in the panchayat office.

Material Required

- Notebook and Pen
- Comfortable footwear

Instructions for the Teachers

- Develop plan for the activity.
- Select the panchayat office to be visited.
- Contact the panchayat office of the village and schedule a visit.
- Brief the students about the purpose of the visit.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain silence and discipline at the panchayat office.
- Ask questions from the officials and gather information during the visit.
- Note the observations and information gathered throughout the visit.

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled panchayat office in the village.
- Meet with the concerned officials of the panchayat office.
- Encourage the students to ask questions.

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- Interact with the officials and understand about roles and duties of the panchayat system.
- Enquire about the steps required to become a panchayat member.
- Encourage the students to take notes and prepare a report on the functioning of the panchayat.

Assessment

Every activity needs to be assessed on the following parameters:

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation
- Questioning skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Village Development Officer
- Block Development Officer
- Social Worker
- NGO Worker
- Panchayat member
- Panchayat Executive
- Researcher

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Activity 16

Visit to a Hospital	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Compassion, Observational skills, Communication skills, Hygiene practices, etc.

Learning Outcomes

- Understand the importance of healthcare services.
- Identify and understand the roles and responsibilities of different healthcare professionals.
- Understand and describe the different departments of the hospital.

Material Required

- Notebook and Pen
- Surgical mask

Instructions for the Teachers

- Develop plan for the activity.
- Select the hospital or dispensary or health centre to be visited.
- Contact the respective officials and schedule a visit.
- Brief the students about the purpose of the visit.
- Make necessary arrangements regarding transportation and meals, if needed.
- Develop schedule for the day and inform the same to the parents.
- Prepare a list of healthcare departments to visit.
- Create interest among students to know more about health-related topics.
- Discuss basic hospital etiquette and safety rules.
- Guide students through different departments.
- Facilitate interaction with healthcare professionals.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain silence and discipline at the hospital or dispensary or health centre.
- Ask questions from the officials and gather information during the visit.
- Note the observations and information gathered throughout the visit.
- Read the posters and signage available in the hospital or dispensary or health centre.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled hospital or dispensary or health centre.
- Meet with the doctors and officials and know about their roles and responsibilities.
- Ask questions related to their profession and their daily responsibilities.
- Observe a doctor-patient interaction.
- Visit the various departments in the hospital such as front desk, doctor's cabin, operation theatre, pathology lab, mess, etc and understand the importance/ working of each section.
- Visit the front desk and know the procedure for filling the OPD slips for consulting with the doctor.
- Meet with various hospital technicians such as nurses, ward boys, x-ray technicians, ECG technicians, physiotherapist, etc. and discuss with them about their role and daily routines
- Encourage the students to note the points they have observed and prepare a report.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation
- Questioning skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Doctor
- Nurse
- Medical Technician
- Healthcare Administrator
- Medical Researcher
- Public Health Worker
- Environmentalist

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Activity 17

Visit to a Post Office	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Observational skills, Social awareness, Communication skills, etc.

Learning Outcomes

- Identify and discuss the role and working of post office.
- Understand the different operations of postal services.

Material Required

- Notebook and Pen
- Comfortable footwear

Instructions for the Teachers

- Develop plan for the activity.
- Select the post office to be visited.
- Contact the post office and schedule a visit.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Brief the students about the purpose of the visit.
- Inform parents for the purpose and preparation of the activity.
- Encourage the students to prepare a list of questions for postal workers.
- Guide students through different sections of the post office (sorting area, counter, etc.).
- Facilitate interaction with postal workers.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions from the officials and gather information during the visit.
- Note down the services provided by the post office (mailing, courier, etc.)
- Note the observations and information gathered throughout the visit.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled post office.
- Meet with the post office officials and observe the different sections of the post office and their operations.
- Take a tour of the sorting area to see how letters and packages are handled.
- Encourage the students to ask questions.
- Interact with the post office staff and discuss with them about their roles and responsibilities.
- Visit to the counter service and carefully observe the customer interactions.
- Meet the postal workers and discuss with them about their duties.
- Read the charts/posters displayed in the post offices regarding various postal services and products.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation
- Questioning skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Postmaster
- Postman
- Customer Service Executive
- Logistics Coordinator
- Postal Worker

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Activity 18

Visit to a Charitable Institution	
Activity Type	Outdoors
Time Duration	3 Hours
Skills to be developed	Observational skills, Feeling of responsibility towards community and its issues, Interpersonal skills, Communication skills, Respect to humanity

Learning Outcomes

- Describe the roles and responsibilities of charitable institutions.
- Describe the importance of the community service.
- Identify the activities carried out by such charitable institutions.

Material Required

- Notebook and Pen
- Gifts

Instructions for the Teachers

- Select the place to be visited.
- Develop plan for the activity.
- The teacher should plan for the place like charitable organisation like orphanage or old age home and get their permission and fix a date.
- Brief the student for the purpose and preparation of the activity.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents for the purpose and preparation of the activity.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Make the preparations as per the briefing given by the teachers.
- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Greet the people with smiling faces at the charitable organisation, orphanage/old age house.
- Interact with the people.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled place.
- Encourage the students to ask questions.
- Share their gifts and perform any dance or song.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Leadership quality
- Respect for elder
- Discipline
- Listening skills
- Questioning skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Volunteer for old age home
- Old house health worker

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Activity 19

Visit to a Railway Station	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Observational skills, Social awareness, Communication skills, etc.

Learning Outcomes

- Identify various sections of the railway station like ticket counters, platforms, control room, etc.
- Able to read the railway timetable display at railway platform.
- Understand the announcements regarding the train status.
- Understand the process of online and offline ticket booking.
- Understand the roles of station staff such as the station master, controller, ticket collectors, etc.

Material Required

- Notebook and Pen
- Comfortable footwear

Instructions for the Teachers

- Select the railway station to be visited.
- Contact the railway officials and schedule a visit.
- Develop plan for the activity.
- Brief the students about the purpose of the visit.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents for the purpose and preparation of the activity.
- Prepare a list of sections to be explore within the railway station.
- Guide students through different sections of the railway station like as ticket counter, waiting room, platform, control room, etc.
- Facilitate interaction with railway staff.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions from officials/guide/instructor and note the information gathered during the visit.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled railway station.
- Meet and interact with the railway station officials and discuss their roles and responsibilities.
- Encourage the students to ask questions.
- Observe the different sections of the railway station and their operations.
- Take a tour of the control room to see how train movements and communications are monitored.
- Visit the ticket counters and observe the customer interactions.
- Observe the railway timetable display at railway platform noticing the of arrival and departure of trains and their respective platforms
- Observe the various shops available on the platform.
- Interact with railway staff their daily schedule and the skills important for working in a railway station.
- Interact with the railway police and discuss about their duties.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation
- Questioning skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Station Master
- Ticket Collector
- Customer Service Executive
- Controller
- Railway Police Force
- Railway Engineer
- Railway Technician

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Activity 20

Visit to a Defence/Police Training Centre	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Respect for authority and rules, Observational skills, Critical thinking, Communication skills, Selflessness, Leadership, Integrity, Adaptability, etc.

Learning Outcomes

- Describe the role of defence or police in serving the nation.
- Understand importance of training in police or defence services.
- Understand the training procedures involved in police or defence services.

Material Required

- Notebook and Pen
- Cap
- Comfortable footwear

Instructions for the Teachers

- Select the police or defence training centre to be visited.
- Contact the Head/Officer In-charge of the training centre and schedule a visit.
- Develop plan for the activity.
- Brief the students about the purpose of the visit.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents for the purpose and preparation of the activity.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions about training procedures and daily routines of police or defence personnel.
- Observe training exercises in the training centre.

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- Ask questions from the officials and gather information during the visit.
- Note the observations and information gathered throughout the visit.

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled training centre.
- Meet with the training centre officials and coach of the centre and discuss with them about their roles and responsibilities.
- Encourage the students to ask questions.
- Discuss the qualifications and procedure required to get selected in police or defence.
- Visit to specific areas or departments such as training grounds, classrooms, skill labs, mess, etc.
- Follow appropriate behaviour and rules and respect authorities when visiting the specific areas or departments.
- Observe various training exercises such as physical fitness exercises, mock drills, or skills training exercises like weapon handling and shooting practices, taking place at the training centre.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation
- Questioning skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Police Officer
- Military Officer
- Naval Officer
- Airforce Officer
- Security Guard
- Bodyguard/Bouncer
- Martial Art Trainer

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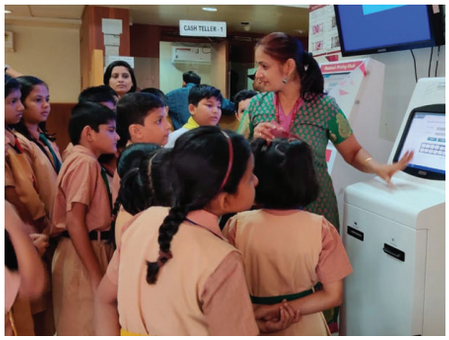
Activity 21

Visit to a Bank	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Financial literacy, Observational skills, Critical thinking, Communication skills, etc.



Learning Outcomes

- Understand the role of bank and its banking operations.
- Identify the different types currency notes and their security features.
- Identify the different types of bank accounts.
- Know how to open and operate the savings accounts.
- Understand and use the mobile banking app (online banking services).

Material Required

- Notebook and Pen
- Comfortable footwear

Instructions for the Teachers

- Select the bank to be visited.
- Contact the bank officials and schedule a visit.
- Develop plan for the activity.
- Brief the students about the purpose of the visit.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents for the purpose and preparation of the activity.
- Prepare a list of areas to explore in the bank like as teller area, customer service, etc.
- Facilitate the students' interaction with bank officials.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions from the officials and gather information during the visit.
- Note the observations and information gathered throughout the visit.

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Methodology

- Inform students about the activity in advance.
- Explain to the students the importance of the activity.
- Visit the nearby bank.
- Meet with the bank officials and discuss their roles and responsibilities.
- Encourage the students to ask questions.
- Know about the different types of bank accounts and forms in usage in the bank. Also, know about the services offered by the bank to the customers.
- Observe various sections in the bank, such front desk, branch manager's office, cash counter, locker section, etc.
- Visit the cash counter area to see how deposits and withdrawals are handled.
- Ask the officials about the steps to open a savings account in a bank and note down all the points.
- Explain to the students about currency and their security features.
- Discuss with the bank officials about the working of the mobile banking app and the online banking services.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Financial Advisor
- Branch Manager
- Probationary Officer
- Bank Clerk
- Customer Care Executive

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Activity 22

Visit to an Industry	
Activity Type	Outdoors
Time Duration	4 Hours
Skills to be developed	Observational skills, knowledge of technical skill and safety skill etc.

Learning Outcomes

- Understand about the specific industry's manufacturing or production processes.
- Describe the safety features adopted in factory.
- Understand the different units in the industry during the visit.
- Describe the role and importance of an industry.

Material Required

- Notebook and Pen
- Comfortable footwear

Instructions for the Teachers

- Select the place to be visited.
- Develop plan for the activity and take required permissions.
- Brief the student for the purpose and preparation of the activity.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents for the purpose and preparation of the activity.
- Create interest in students about the importance of an industry.
- Encourage students to ask questions regarding their visit.
- Create interest in students about various activities in industry.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions from officials/guide/instructor and note the information gathered during the visit.
- Note down your observations on various products that are being produced in the industry.

Part B.indd 57 27-Jun-25 2:30:35 PM

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled industry.
- Make the students interact with the technicians and other employees in the industry.
- Encourage the students to ask questions.
- Greet and interact with technicians with courtesy.
- Ask them about their jobs that they are working on in the industry.
- Observe the process carefully without interrupting technicians.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Observational skills
- Questioning skills
- Interest during visit
- Team Work

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Technician
- Machine Operator
- Technical officer
- Manager
- Industrialist

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Activity 23

Visit to a Dairy Farm/Milk Processing Centre	
Activity Type	Outdoors
Time Duration	3-4 Hours
Skills to be developed	Observational skills, Thinking skill, Communication skills and Interpersonal skills.

Learning Outcomes

- Discuss the functions and activities of dairy farm.
- Identify and differentiate between types of cattle in the farm.
- Identify and discuss the process followed in milk processing centre.
- Understand the importance of milk processing centre.

Material Required

- Notebook and Pen
- Cap
- Comfortable footwear

Instructions for Teacher

- Select the place to be visited.
- Develop plan for the activity.
- Brief the student for the purpose and preparation of the activity.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents for the purpose and preparation of the activity.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions from officials/guide/instructor and note the information gathered during the visit.
- Note down the various type of cattle and material used in dairy farm.
- Make a list of tools used in site.
- Interact with worker about use of material, tools and animals.
- Note down the equipment/machine used in milk processing plant

Part B.indd 59 27-Jun-25 2:30:35 PM

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled dairy farm or milk processing centre.
- Identify the various activities of dairy farm or milk processing centre.
- Encourage the students to ask questions.
- Watch the process of milk pasteurization, packing and distribution etc., if available
- Interact with the people and ask questions for better understanding.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation
- Questioning skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Dairy farm supervisor
- Dairy Chemistry technician
- Dairy Engineering technician
- Milker
- Nutritionist
- Dairy Farm Manager
- Dairy Technologist
- Milk plant engineer

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Activity 24

Visit to a Construction Site	
Activity Type	Outdoors
Time Duration	2 Hours
Skills to be developed	Observational skills, Thinking skills, Cognitive skills, Interpersonal skills.

Learning Outcomes

- Identify and discuss the different components of a building.
- Describe about different tools and equipment etc. used on a constructions site.
- Explain about the various activities involved in construction of building.
- Discuss various profession involved with the construction work.

Material Required

- Notebook and Pen
- Safety cap
- Comfortable footwear

Instructions for the Teacher

- Select the place to be visited.
- Develop plan for the activity.
- Brief the student for the purpose and preparation of the activity.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents for the purpose and preparation of the activity.
- To create interest in the students to know about various profession in the construction field.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions from officials/guide/instructor and note the information gathered during the visit.
- Note down the various type of material used in construction activities.
- Make a list of tools used in site.
- Interact with worker about use of material and tools.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled site.
- Make the students interact with the workers and know about the various raw materials used for construction.
- Encourage the students to ask questions.
- Discuss with student about the various raw materials being used at construction site
- Explain the students about the construction process.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Observational skills
- Questioning skills
- Language competency
- Punctuality
- Team work

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Architect
- Building material supplier
- Maintenance Agent
- Interior Designer
- Carpenter
- Mason
- Plumber
- Supervisor

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Activity 25

Visit and Survey of Vegetable Market	
Activity Type	Outdoor
Time Duration	2 Hours
Skills to be developed	Observation skills Team work, Interpersonal skills, Marketing skill, Quality consciousness, etc.

Learning Outcomes

- Discuss about the importance of vegetable market in the society.
- Identify and differentiate between types of vegetable available in the market.
- Discuss about selling price of vegetables.

Material Required

- Notebook and Pen
- Carry bag
- Comfortable

Instructions for the Teachers

- Select the place to be visited.
- Develop plan for the activity.
- Brief the student for the purpose and preparation of the activity.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents for the purpose and preparation of the activity.
- Encourage students to use cloth or any reusable bags to reduce the usage of plastic bags.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Make the preparations as per the briefing given by the teachers.
- Ask questions from venders/sellers and note the information gathered during the visit.
- Discuss and identify the vegetable.
- Observe the market activities.
- Note down the vegetable prices prevailing in the market.

Part B.indd 63 27-Jun-25 2:30:35 PM

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled market place.
- Ask students to collect information about vegetables and fruits as well as their prices.
- Encourage the students to ask questions.
- Student will interact with vegetable seller and note down the price of the vegetable and fruits.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Leadership Quality
- Interpersonal skills
- Involvement and Interest
- Questioning skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Vegetable and Fruit farmer/vendor/supplier
- Vegetable and fruit stockist
- Quality checker
- Vegetable and fruit sales and purchase operators

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Part C

Art, Culture, and History

Activity 26

Puppetry	
Activity Type	Indoors
Time Duration	4 Hours
Skills to be developed	Observational skills, Communication skills, Interpersonal skills, Creativity and Innovation, Aesthetics sense, Imagination skills, Knowledge of indigenous toys of India, Team work, Collaboration and Script writing, etc.

Learning Outcomes

- Discuss the importance of puppetry in education.
- Explore the art in handling a puppet.

Materials Required

- Colour papers
- Glue
- Scissors
- Ice-cream sticks
- Cello tap
- Sketch pens
- Paper
- Threads

Instructions for the Teachers

- Develop plan for the activity.
- Brief the student for the purpose and preparation of the activity.
- Inform the students about the materials required in advance for puppet making.
- Divide the students into teams.
- Invite expert teacher or puppet expert and demonstrate the making of puppets.
- Help the students in making the puppets.
- Submit the report of the activity to the Principal/Headmaster.

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Instructions for the Students

- Follow the instructions of teacher or instructor.
- Maintain discipline.
- Ask questions from instructor and note the information gathered during the visit.
- Note down the steps of making the puppets.
- Prepare the script and characters of puppet.

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Make groups of the students.
- Encourage the students to ask questions.
- As a group, students should create their own stories for show and prepare the puppets.
- Prepare the dialogues of each character of the story.
- Present their story and narrate it using their puppets.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Speaking/narrating
- Communication skills
- Creative thinking
- Creativity
- Teamwork
- Presentation

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Puppeteer/Theatre Artist
- Creative Director
- Editor
- Story Teller

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Activity 27

Art from Waste 'Doll Making'	
Activity Type	Indoor
Time Duration	2 Hours
Skills to be developed	Creativity and Innovation, Imagination skills, Psychomotor skills and Aesthetic skills, etc.

Learning Outcomes

- Discuss the different ways to create a doll.
- Explore the environment and discuss the utilization of waste.

Materials Required

- Coconut shell
- Paint
- Brush
- Fevicol
- Chart paper

Instructions for the Teachers

- Develop plan for the activity.
- Brief the student for the purpose and preparation of the activity.
- Make groups of students.
- Encourage students to make their best out of waste.
- Inform parents for the purpose and preparation of the activity.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher or instructor.
- Maintain discipline.
- Make the preparations as per the briefing given by the teachers.
- Collect the raw materials.
- Discuss about the use of different raw material and tools.
- Prepare the doll as per procedure.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Ask students to sit in groups.
- Scrape the unwanted coir in the coconut shell.
- Paint the coconut shell with white colour acrylic paint.
- Cut black chart into different shapes to represent the eyes, nose and ears of cat.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Understanding and applying the waste material.
- Creativity
- Team work
- Cleanliness
- Cutting skills
- Craftsmanship
- Presentation

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Doll Designer
- Artist
- Puppet maker

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Activity 28

Doodling	
Activity Type	Indoor/Outdoor
Time Duration	2 Hours
Skills to be developed	Psychomotor skills, Imagination skills and Visual and Spatial skills etc.

Learning Outcomes

- Organise the thoughts to create something out of doodle.
- Present the created doodle.

Materials Required

- Pencils
- Colour pens/pencils
- Papers
- Computer (if necessary)

Instructions for the Teachers

- Develop plan for the activity.
- Brief the student for the purpose and preparation of the activity.
- Explain the concept of doodling.
- Encourage the student to think and process information.
- Motivate students to get ready with the materials required for the craft.
- Discuss about ways of drawing and designing can be a great way to create excellent visuals.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher or instructor.
- Maintain discipline.
- Ask questions from instructor and note the information gathered during the visit.
- Make the preparations as per the briefing given by the teachers.
- Hone your creative skills.
- Prepare the doodles.

Part C.indd 70 11-11-2025 12:32:54

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Ask students Sit in a group.
- Organize the materials required for doodling.
- Encourage the students to ask questions.
- Start with simple shapes like circles, squares, and triangles.
- Practice basic patterns (e.g., lines, dots, zigzags).
- Look at examples of doodles for ideas in your classroom or through internet.
- Begin with small, simple designs.
- Gradually add more details and complexity.
- Explore and create unique designs.
- Share doodles with the class and discuss techniques.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.
- Encourage the students to note the points they have observed and prepare a report.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Creativity
- Team Work
- Presentation skills
- Imagination skills
- Visual and Spatial skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Creative director
- Story Writer
- Graphic designer

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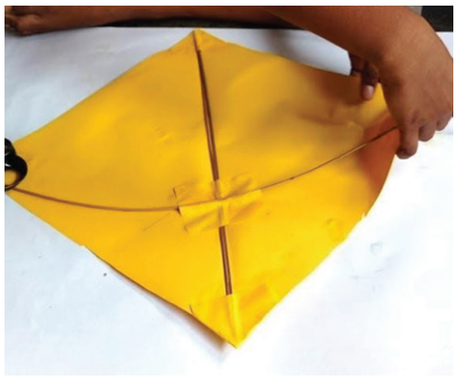
Activity 29

Kite Making and Flying	
Activity Type	Indoors/Outdoors
Time Duration	2 Hours
Skills to be developed	Observation skills, Creativity, Imagination skills, Psychomotor skills, Team work, Collaboration, Cooperation and Application of science for fun etc.



Learning Outcomes

- Visualise and design a kite.
- Discuss and make a kite.
- Decorate the kite.
- Collaborate and fly the kite.

Material Required

- Colour papers
- Pen
- Wooden sticks
- Thread
- Glue

Instructions for the Teachers

- Develop plan for the activity.
- Brief the student for the purpose and preparation of the activity.
- Discuss with students the steps involved making a kite or other items.
- Help the students to create a beautiful kite.
- Encourage them to think about a wish and write it on the kite.
- Take the students outside and make them sail the kite.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher or instructor.
- Maintain discipline.
- Ask questions from instructor and note the information gathered during the visit.
- Make the preparations as per the briefing given by the teachers.

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- Collect the raw materials.
- Discuss about the use of different raw material and tools.
- Prepare the kite as per procedure.

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Using all the decorative materials, prepare a kite and write a wish/ resolution on it.
- Encourage the students to ask questions.
- Read out the wish/resolution in front of classmates.
- Take the kite outside for sailing.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Creativity
- Participation
- Interpersonal skills
- Hands-on-skills
- Writing skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Kite maker
- Kite designer
- Raw material supplier and seller
- International kite festival organiser
- Event organiser
- Hospitality manager

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Activity 30

Organizing a Book Fair	
Activity Type	Indoors
Time Duration	3 Hours
Skills to be developed	Observational skills, Organizational skills, Critical Thinking skills, Communication skills, Literary skills, Team work etc.

Learning Outcomes

- Learn to organize the book fair.
- Explore the different types of books on various themes.

Material Required

- Books and Shelves
- Almirah
- Posters

Instructions for the Teachers

- Develop plan for the activity.
- Brief the student for the purpose and preparation of the activity.
- Discuss with the student about book fair.
- Share the information about various types of books available.
- Ask the students to collect various resources used for book fair.
- Make students to get ready for arranging the book fair.
- Encourage students to make their best.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher.
- Maintain discipline.
- Make the preparations as per the briefing given by the teachers.
- Discuss about the use of different books.
- Organise the book fair and invite all the students and teacher.
- Collect the books.
- Note the information gathered during the activity.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Select the different types of books for fair.
- Collect and arrange the books to display in school.
- Prepare poster of books as per different themes.
- Read and explain important features of a book.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Creativity
- Team work
- Organizational skills
- Communication skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Librarian
- Shopkeeper
- Publisher
- Book fair organizer

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Activity 31

Dance, Drama and Mimes	
Activity Type	Indoor
Time Duration	4 Hours
Skills to be developed	Visual and Spatial skills, Psychomotor skills, Communication skills, Team work and Collaboration, Script writing and Acting skills, etc.

Learning Outcomes

- Prepare a script.
- Present the developed script in the form of a drama/dance drama/ mime.
- Explore different performing arts.

Material Required

- Pen
- Paper
- Script
- Costumes
- Props

Instructions for the Teachers

- Develop plan for the activity.
- Brief the student for the purpose and preparation of the activity.
- Discuss with students about the scenes from fictional stories.
- Ask students to write a script and allot roles for each one.
- Give them time to prepare the script and practice the play.
- Ask them to dress up and enact in the classroom.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher or instructor.
- Maintain discipline.
- Interact and develop play script.
- Practice the fantasy act.
- Watch carefully without interrupting.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Select scenes from a fantasy story and allot characters.
- Write a script.
- Prepare costume and props.
- Practice the dialogues and rehearse.
- Present the scene.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Costumes and Props
- Presentation
- Language competency
- Team work
- Enaction

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Instrumentalist
- Artist
- Story writer
- Drama director
- Music Composer
- Sound Engineer

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Activity 32

Visit to a National Monument 'Statue of Unity'	
Activity Type	Outdoor
Time Duration	4 Hours
Skills to be developed	Sensitivity towards national history and monuments, Observational Skills, Communication Skills, etc.

Learning Outcomes

- Understand the historical significance of Sardar Vallabhbhai Patel in India's independence movement or the monument you are visiting.
- Discuss the salient features of Statue of Unity or the monument you are visiting.
- Understand the role of monuments in shaping national identity and integrity.
- Describe the unique artwork and architecture of the monument.
- Identify and discuss audio/visual technologies used, if any.

Material Required

- Notebook and Pen
- Cap
- Comfortable footwear

Instructions for the Teachers

- Select the National Monument like Statue of Unity, Red Fort, Fort of Jhansi, etc. to be visited.
- Contact the educational coordinator for the site and arrange the date and time of the visit. Record addresses, directions, contact persons' phone numbers and email addresses before the visit.
- Develop plan for the activity.
- Conduct a pre-visit to get familiarize with the major features of the field trip. Purchase postcards and posters.
- Brief the student for the purpose and preparation of the activity.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents for the purpose and preparation of the activity.
- Submit the report of the activity to the Principal/Headmaster.

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Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions from officials/guide/ instructor and note the information gathered during the visit.
- Discuss the purpose of the field trip and how it relates with the current unit of study.
- Discuss with your friends and frame questions regarding the visit.
- Understand the safety measures that needed to be considered during the visit.
- Read the rules and regulations that need to followed while visiting any national monument.

Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled place.
- Encourage the students to ask questions.
- Interact and discuss with the Experts/Tour guide. You can ask various questions or you can ask the questions that you have framed for the respective monument that you are visiting.
- Discuss and prepare a report of the field visit.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation
- Questioning skills

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Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Tour Guide
- Security guard
- Museum/Art Gallery Curator
- Site Manager
- Organizer
- Researcher

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Activity 33

Visit to a Historical Monument 'Sanchi Stupa'	
Activity Type	Outdoor
Time Duration	4 Hours
Skills to be developed	Understanding History and Versatility of Indian culture, Observational skills, Communication skills, etc.

Learning Outcomes

- Understand the historical significance of the Sanchi Stupa.
- Discuss the features of the Sanchi Stupa.
- Describe the unique artwork and architecture of the Sanchi Stupa.
- Understand the ancient culture of India.

Material Required

- Notebook and Pen
- Cap
- Comfortable footwear

Instructions for Teachers

- Develop plan for the visit.
- Make necessary arrangements for the activity like funds, raw material, transportation, etc.
- Inform parents for the purpose and preparation of the activity.
- Brief the students about the purpose of the visit.
- Contact the guide at the place of visit for guided tour, if possible.
- Submit the report of the activity to the Principal/Headmaster.

Instructions for the Students

- Follow the instructions of teacher, guide or instructor.
- Maintain discipline.
- Ask questions from officials/guide/instructor and note the information gathered during the visit.
- Make the preparations as per the briefing given by the teachers.

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Methodology

- Inform students about the activity in advance.
- Explain the students the importance of the activity.
- Visit the scheduled heritage site.
- Meet the guide of the historical site/monument and ask questions which you have prepared.
- Encourage the students to ask questions.
- Discuss with students about their observations and learnings during the activity.
- Encourage students to prepare the report.

Assessment

Every activity needs to be assessed on the following parameters:

- Interest
- Participation
- Team work
- Interpersonal skills
- Report preparation
- Questioning skills

Exposure to Vocational Opportunities

Children may be explained that by developing these skills of observation, analysis, interpretation, writing of reports, they may pursue the following vocations in future as per their interest:

- Archaeologist
- Museum/Art Gallery Curator
- Tour Guide
- Investigators

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Part D

Additional Skill Exposure Activities

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Activity 34

Visit to Food Industry/Food Technology Centre	
Activity Type	Outdoor
Time Duration	4 Hours
Skills to be developed	Awareness about food industry products, observational skills, communication skills, etc.

Learning Outcomes

By the end of the activity, students will be able to

- explain key terms related to the fruit and vegetable industry.
- identify the features of fruit and vegetable products.
- describe the contents and composition of various fruit and vegetable products.
- describe the importance of food processing in India

Materials Required

- Notebook and pen
- Food cap or torque
- Comfortable footwear

Instructions for the Teachers

- Prepare a detailed plan for the visit.
- Arrange all necessary requirements such as funds, raw materials, transportation, and other logistics.
- Inform parents about the purpose of the visit and guide them on the necessary preparations.
- Brief the students about the purpose and expected outcomes of the visit.

Instructions for the Students

- Follow the instructions given by the teacher, guide, or instructor throughout the visit.
- Maintain discipline and proper conduct at all times.
- Actively engage by asking relevant questions to the officials, guide, or instructor and note down important information.
- Make the necessary preparations as advised by the teachers before the visit.

Methodology

1. Pre-visit

- Inform students about the activity well in advance.

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- Explain the importance and objectives of the activity to the students.
- Guide students to prepare questions in advance for the visit.

2. During the Visit

- Visit the scheduled Food Industry/Food Technology Centre with students.
- Ask the students to meet the guide or instructor and interact using the prepared questions.
- Encourage students to actively ask questions and engage in the discussion.

3. Post-visit

- Facilitate a discussion with students about their observations and key learnings.
- Motivate and guide students to prepare a report on the activity.

Assessment Criteria

- **Interest:** Demonstrates curiosity, attentiveness, and eagerness to learn during the activity.
- **Participation:** Actively takes part in discussions, tasks, and interactions during the visit.
- **Teamwork:** Collaborates effectively with peers, shares responsibilities, and respects group dynamics.
- **Interpersonal Skills:** Communicates politely and confidently with teachers, guides, and peers.
- **Questioning Skills:** Asks relevant, thoughtful, and meaningful questions to deepen understanding.
- **Report Preparation:** Prepares a well-structured and detailed report reflecting observations and learning.

Career Opportunities

- Food Technologist
- Food Technician
- Food Industrialist
- Food Scientist
- Quality Control Officer
- Food Safety Officer
- Nutritionist or Dietician
- Product Development Specialist
- Packaging Technologist
- Food Microbiologist
- Supply Chain and Logistics Manager (Food Sector)
- Food Marketing and Sales Executive

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Activity 35

Visit an Airport—Service Workflow Observation	
Activity Type	Outdoor
Time Duration	6 Hours
Skills to be developed	Observational skills, reasoning and thinking skills, safety awareness, process mapping, communication skills, interpersonal skills, teamwork, and sustainability awareness.

Learning Outcomes

By the end of the activity, students will be able to

- elaborate information about airport zones and their functions.
- explain the passenger and baggage journey from entry to exit.
- describe the importance of safety, security, and accessibility in public transport hubs.
- identify green practices, cleanliness, and civility in airport operations.
- identify entry-level careers and the skills required at an airport.

Materials Required

- Consent letters and student ID cards
- Permission letter from Airport Authority or Public Relations Officer (PRO)
- Notebook, clipboard, pencil or pen
- Comfortable closed-toe footwear
- Water bottle, cap or mask as required

Instructions for the Teachers

- Make students interact with staff and ask pre-approved queries.
- Assign team roles (Leader, Safety Marshal, Scribe, and Timekeeper).
- Pre-brief key terms (e.g., check-in, security screening, boarding, OTP, announcements).
- Ensure compliance with airport security protocols, including no-photography zones.
- Encourage students to write a short memorable note on their experience of the visit.

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Instructions for the Students

- Carry ID card and follow all the security instructions.
- Maintain silence, discipline, and queue etiquette; observe carefully.
- Stay in groups and respect signage and avoid entering restricted areas.
- Observe accessibility features and green practices at the airport.
- Collect data using interview sheets and process map notes.

Methodology

1. Pre-visit

- Inform the students in advance and share codes of conduct. Explain the role of airports in connectivity, safety, and service.

2. During the visit

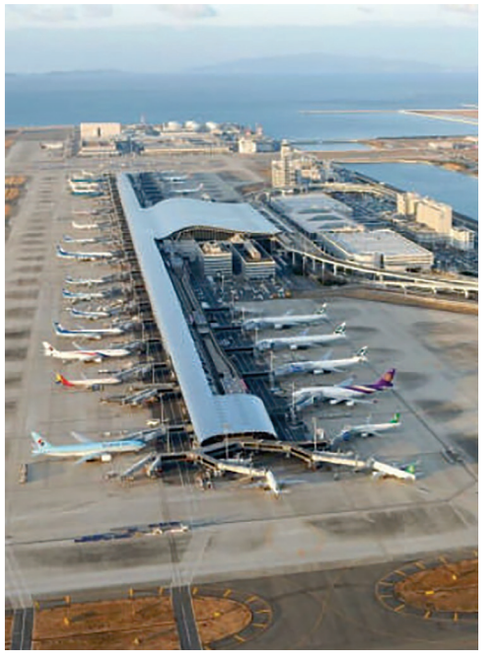
- Conduct a terminal walkthrough (forecourt → check-in → security vantage point → boarding gates → arrivals).
- Motivate students to interact with the airport staff (Customer Service, Housekeeping, Help Desk, etc.).

3. Post-visit

- Facilitate a discussion on observations (signage, announcements, cleanliness, accessibility, and assistance services).
- Encourage students to write visit notes, draw a passenger/baggage process map, and prepare a structured report.

Assessment Criteria

- Time management
- Creativity and imagination
- Teamwork and collaboration
- Language competency (written and verbal)
- Questioning skills
- Discipline and conduct
- Safety compliance
- Accuracy of the passenger



Career Opportunities

- Guest Service Associate (Meet and Greet)
- Airline Ground Staff
- Baggage Handling Executive
- Security Assistant (orientation only)
- Logistics Coordinator
- Customer Service Executive

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Activity 36

Visit to a Shipyard/Port—Industry Exposure and Safety Observation	
Activity Type	Outdoor
Time Duration	6 Hours
Skills to be developed	Observational skills, reasoning and thinking skills, safety awareness, technical vocabulary, communication skills, interpersonal skills, teamwork, sustainability awareness, and process mapping.

Learning Outcomes

By the end of the activity, students will be able to

- elaborate information about shipyard/port zones and workflows.
- explain basic fabrication/repair and cargo/logistics flows (from safe viewpoints).
- describe the importance of Environment– Health–Safety (EHS) and use of Personal Protective Equipment (PPE).
- describee nvironmental controls such as noise, dust, waste, and spill response.
- identify entry-level roles and skills required in shipbuilding and port operations.

Materials Required

- Consent letters and student ID cards
- Permission letter from Port Trust/Shipyard HR/Corporate Social Responsibility (CSR)
- Notebook, clipboard, pencil/pen
- Closed-toe footwear (required), helmet/reflective vest/ear protection (as advised)
- Water bottle, cap/sunscreen

Instructions for the Teachers

- Carry ID and follow all safety/security instructions.
- Brief students on EHS rules and PPE requirements.
- Assign team roles (Leader, Safety Marshal, Scribe, and Timekeeper).

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- Pre-brief key terms (e.g., dry dock, slipway, welding, QA, stores, ERP).
- Restrict movement to demarcated visitor corridors and supervised areas only.
- Encourage students to take notes, make quick sketches of workflows, and write short reflections.

Instructions for the Students

- Follow PPE instructions and maintain safe distances from hot-work areas and moving loads.
- Maintain silence where instructed and remain in groups.
- Observe EHS signage and report any hazards pointed out by staff.
- Do not take photographs in restricted areas; seek permission before clicking.
- Collect data on process steps, tools, materials, roles, and green/ environmental solutions.

Methodology

1. Pre-visit

- Inform students about the visit and share EHS do's and don'ts.
- Explain the role of shipyards/ports in trade, employment, and safety culture.

2. During the visit

- Conduct a station tour: Orientation and EHS → dry dock/slipway view → fabrication bay view → stores and handling → paint/blast bay view → environment station.
- Motivate students to ask pre-approved questions about roles, skills, and work shifts.

3. Post-visit

- Discuss student observations on quality checks, lifting methods, and environmental controls.
- • Encourage students to write visit notes and prepare a mini process map, such as "plate-tohull" or "dock-in → dock-out" along with a report.

Assessment Criteria

- Time management
- Creativity and imagination
- Teamwork and collaboration
- Language competency (written and verbal)
- Questioning skills
- Discipline and conduct
- Safety compliance
- Accuracy of the process map

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Career Opportunities

- EHS Assistant
- Quality Control Technician
- Stores/Logistics Assistant
- Welder/Fitter (orientation only)
- Marine Painter
- Draughts person (orientation only) Graphic designer

Activity 37

Visit to a Seaport/Shipyard—Marine Operations Workflow Observation	
Activity Type	Outdoors
Time Duration	6 Hours
Skills to be developed	Observational skills, reasoning and thinking skills, maritime safety awareness, process mapping, communication skills, interpersonal skills, teamwork, environmental awareness, and sustainability in marine operations.

Learning Outcomes

By the end of the activity, students will be able to

- elaborate information about port zones, terminals, and marine facilities,
- explain cargo and passenger movement processes from entry till dispatch,
- describe the importance of safety, security, and international protocols in marine operations,
- identify green and sustainable practices in ports, such as oil spill control, waste management, and clean energy use, and
- identify entry-level careers and skills required in shipping, logistics, and port services.

Material Required

- Consent letters and student ID cards
- Permission letter from Port/Marine Authority/PRO
- Notebook, clipboard, pencil/pen
- Comfortable closed-toe footwear, safety vest/helmet (if provided)
- Water bottle, cap/mask as required

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Instructions for the Teachers

- Pre-brief students on basic port/marine terminology (cargo handling, quay, container yard, customs, pilotage, and shipping lane).
- Assign team roles (Leader, Safety Marshal, Scribe, and Timekeeper).
- Ensure safety compliance—restrict movement in equipment zones and restricted areas.
- Facilitate approved student queries with port staff (logistics officers, marine engineers, safety staff).
- Encourage students to prepare a process map of cargo or passenger handling observed.

Instructions for the Students

- Carry ID and follow all safety/security instructions.
- Wear protective gear (if provided) and maintain group discipline.
- Observe cranes, machinery, and cargo handling only from safe vantage points.
- Watch for environmental practices, such as oil spill barriers, waste collection, or green energy usage.
- Collect data through notes/interviews and fill observation sheets.

Methodology

Pre-visit

- Inform students about the visit and share the code of conduct.
- Provide orientation on the importance of ports/shipyards in trade, tourism, and the national economy.

2. During the visit

- Guided walkthrough of port zones: Entry gate → container yard → cargo handling → customs → shipping berths → passenger terminal (if available).
- Interaction with logistics coordinators, marine engineers, or safety officers.

3. Post-visit

- Discussion of observed practices (signage, safety drills, cargo management, environmental practices).
- Preparation of a process map of marine operations.
- Group presentations and individual reports.

Assessment Criteria

- Time management
- Creativity and imagination
- Teamwork and collaboration
- Language competency (verbal and written)

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- Questioning skills
- Discipline and conduct
- Safety compliance
- Accuracy of process map/report

Career Opportunities

- Marine Cargo/Logistics Coordinator
- • Port Operations Executive
- • Marine Safety Assistant
- Customs Documentation Executive
- Ship Maintenance/Deck Support Staff
- Customer Service Executive (Passenger
- Terminal/Marine Tourism)

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